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ABSTRACT

Does the concern for various topics in professional journals cut across professional lines? The purpose of this study was to determine if a commonality of concern existed among the professions, as evidenced in the following journals: Journal of Medical Education; Journal of Legal Education; Journal of Teacher Education; English Education; and The American Association of Collegiate Schools of Business Bulletin. Conclusions include: (1) Journals of education within the individual professions were similar in purpose. (2) The educators in the individual professions shared a concern for curriculum and instruction, external relations, and professional standards and admissions, with secondary concern for the specific topics of field experiences, continuing and graduate education, faculty roles and attitudes, supply and distribution of practitioners, and professional education programs in other countries. (3) Medicine, teaching, and engineering all felt the pressures of supply and demand; and medicine and teaching, particularly, have had to face questions of professional ethics. (Author/PG)

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JOURNALS OF EDUCATION FOR THE PROFESSONS:

A PRELIMINARY STUDY

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Much has been written since the turn of the century regarding education for the individual professions; e.g., law, medicine, elementary and secondary school teaching, social work, or engineering. Much less has been written, however, about education for the professions in a generic sense. Notable exceptions are the Sixty-first Yearbook of the National Society for the Study of Education entitled *Education for the Professions* (1962), McGlothlin's *Patterns of Professional Education* (1960) and *The Professional Schools* (1964), and Schein's *Professional Education: Some New Directions* (1972), a report sponsored by the Carnegie Commission on Higher Education. The contention of this generic literature on education for the professions is that the education for all professions shares a common concern for certain problem areas and issues, and that by sharing their experiences and their dilemmas, educators within the individual fields could learn much from each other.

The justification for the generic view of education in the professions is neither easily perceived nor readily accepted by practicing professionals. The professions have traditionally been exclusive in their definition of their profession and in the education leading to the practice of it. Increasingly, however, the professions are being asked to incorporate into their educational programs new social attitudes, new requirements for the updating of knowledge, and a new sense of professional accountability. All this points toward an internal interest in education per se as well as to the relationship between the education and the practice of a particular profession. Thus, the generic viewpoint of education

for the professions is a valid method of analysis. As this preliminary study reveals there are common educational concerns among the various professions, which, when perceived, may provide the basis for a clearer understanding of what education is as well as a clearer articulation between education and practice.

A survey of the literature for individual professions leads one to conclude that education for all professions has in common a concern for standards and ethics; for recruitment, curriculum, and instructional methods; and for the relationships of the profession with external groups, such as the public as a whole, the universities of which most professional schools or colleges are a part, the state and federal governments, and a particular delivery system (e.g., the public school system, the courts, hospitals and medical centers, business and industry).

On the assumption that the level of concern for these topics would be reflected in the percentage of space each profession devoted to them in their respective journals, and that trends in the amount of concern for each topic would cut across professional lines, articles in five journals of professional education were tabulated at five-year intervals beginning after World War II. The purpose of the search was to determine if a commonality of concern existed among the professions.

The five journals chosen for examination were: *The Journal of Medical Education*, published monthly by the American Association of Medical Colleges; *The Journal of Legal Education*, published five times per year by the American Association of Law Schools; *The Journal of*

Teacher Education, published quarterly by the American Association of Colleges of Teacher Education; *Engineering Education*, published eight times during the school year by the American Society for Engineering Education; and *The American Association of Collegiate Schools of Business Bulletin*, published three times during the school year by the Association.

As the journals for both legal and teacher education were first published following World War II (1948 and 1950 respectively), their first issues were used as the starting date for this comparative study. The search of *The Journal of Medical Education* and *Engineering Education* began with 1948-1950 volumes. Analysis of business education began with the first publication of *The American Association of Collegiate Schools of Business Bulletin* in the Fall of 1964. While the date of the initial volume varies, each journal was examined thereafter at five-year intervals: 1955, 1960, 1965, and 1970, with 1973 added as the most recent complete volume available.

Findings

What did we find? First, education journals chosen for examination displayed a number of similarities. All five defined their purposes in similar fashion. Each was designed to be of service to the professional education association it served, as evidenced by announcements and minutes of association meetings and conventions, book reviews of new books in the field, and news about member schools ard individual faculty members.

Second, all five journals made some format change within the twenty-year span of this examination. *Engineering Education* has

certain problem areas was found to hold true, in that all five journals examined did speak to all ten categories on which the analyses were based.

How can we describe the individual journals? *The Journal of Medical Education* devoted 57.4 percent of its space to curriculum and instruction in the first volume examined (1949).* From this high point, space devoted to this topic declined to reach a low of 15.3 percent in 1965, increased again to 34.6 percent in 1970 and then was followed by another slight decline in 1973 to 19.3 percent (see Figure 1). While 15 percent represents the low point of "interest" in this topic, it must be remembered that this percentage would be approximated if each of the eight categories received equal treatment in each volume. The initial percentage reflected two concerns: a general call for reform of the total medical school curriculum and a desire for the inclusion in the curriculum of specific courses. In 1955, the percentage also reflected a marked increase in interest in audio-visual materials, especially film, as an aid to instruction. The low point of interest in 1965 reflected not so much a disinterest in curriculum and instruction as a change in priority of interest. In 1965, there was a sharp increase, to 31 percent, in concern for external relations--for relations between medical schools and teaching hospitals, for relations with the education of paraprofessionals and technicians to aid the physician, and for the relations with the

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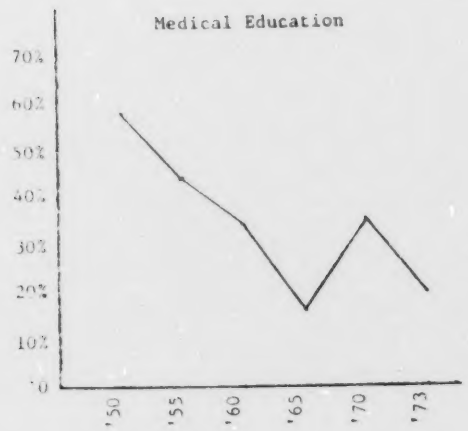
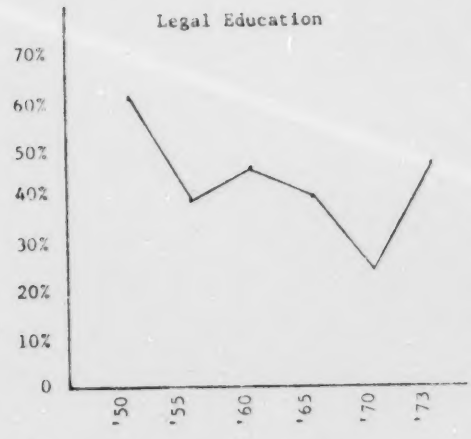
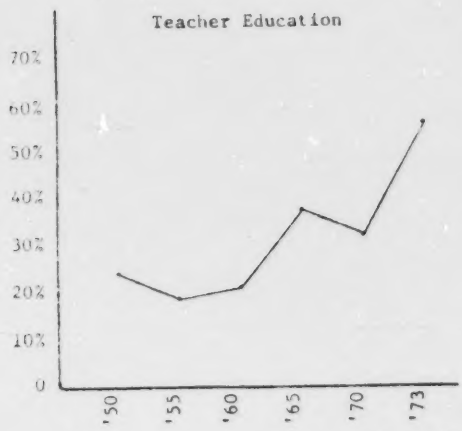
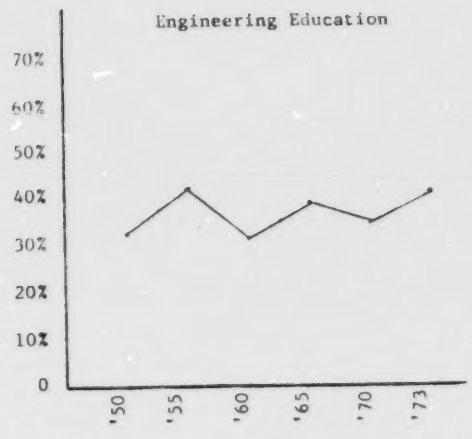
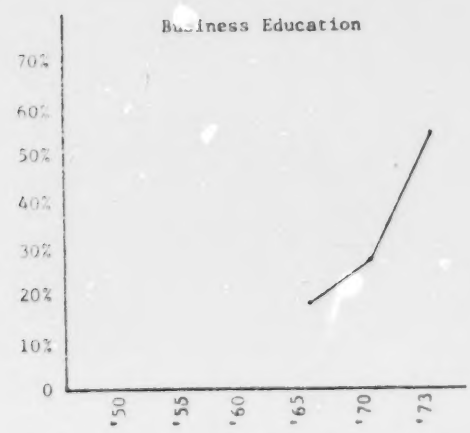
*All percentages represent the ratio of the number of pages devoted to a topic to the number of pages in the journal volume. We assume that the percentage of space is proportional to the current interest or concern about the topic.











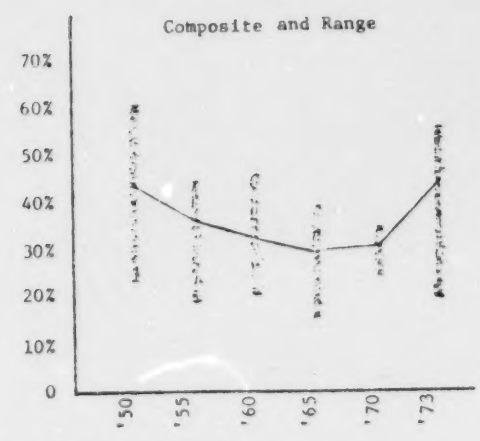


FIGURE 1: PERCENTAGE OF SPACE DEVOTED TO ARTICLES ON CURRICULUM AND INSTRUCTION IN SELECTED JOURNALS OF PROFESSIONAL EDUCATION

public as a whole (see Figure 2). Concern for both curriculum and instruction and external relations "stabilized" in 1973 at between 16 and 20 percent each.

Shifts in the amount of concern shown for various topics must be seen in part as a response to general public criticism. In recent years this criticism has been directed in considerable measure toward two matters: the inadequacy of medical care in certain areas of the United States and the increasing costs of medical care throughout the United States. These problems for medicine are those of supply and distribution of practitioners and of professional standards and ethics. Medical schools have traditionally controlled professional standards and the supply of practitioners as they have controlled admissions to medical schools. The recent increase in concern for standards and admissions, though slight, parallels the concern for both external relations and curriculum (see Figure 3). Recently, courses in ethics have been included in a number of medical schools across the country; e.g., Columbia College of Physicians and Surgeons,[1] the University of Florida, the Medical College of Virginia, and The Pennsylvania State University.[2] There has also been an increased concern by the medical profession for the education of paraprofessional and technical workers who will, presumably, increase the efficiency of medical care and its delivery. Duke University, among others,

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[1]Robert M. Veatch and Willard Gaylin, "The Teaching of Medical Ethics: An Experimental Program," *Journal of Medical Education* 47 (October 1972), pp. 779-785.

[2]Sam A. Banks and E. A. Vastyan, "Humanistic Studies in Medical Education," *Journal of Medical Educaiton* 48 (March 1973), pp. 248-257.

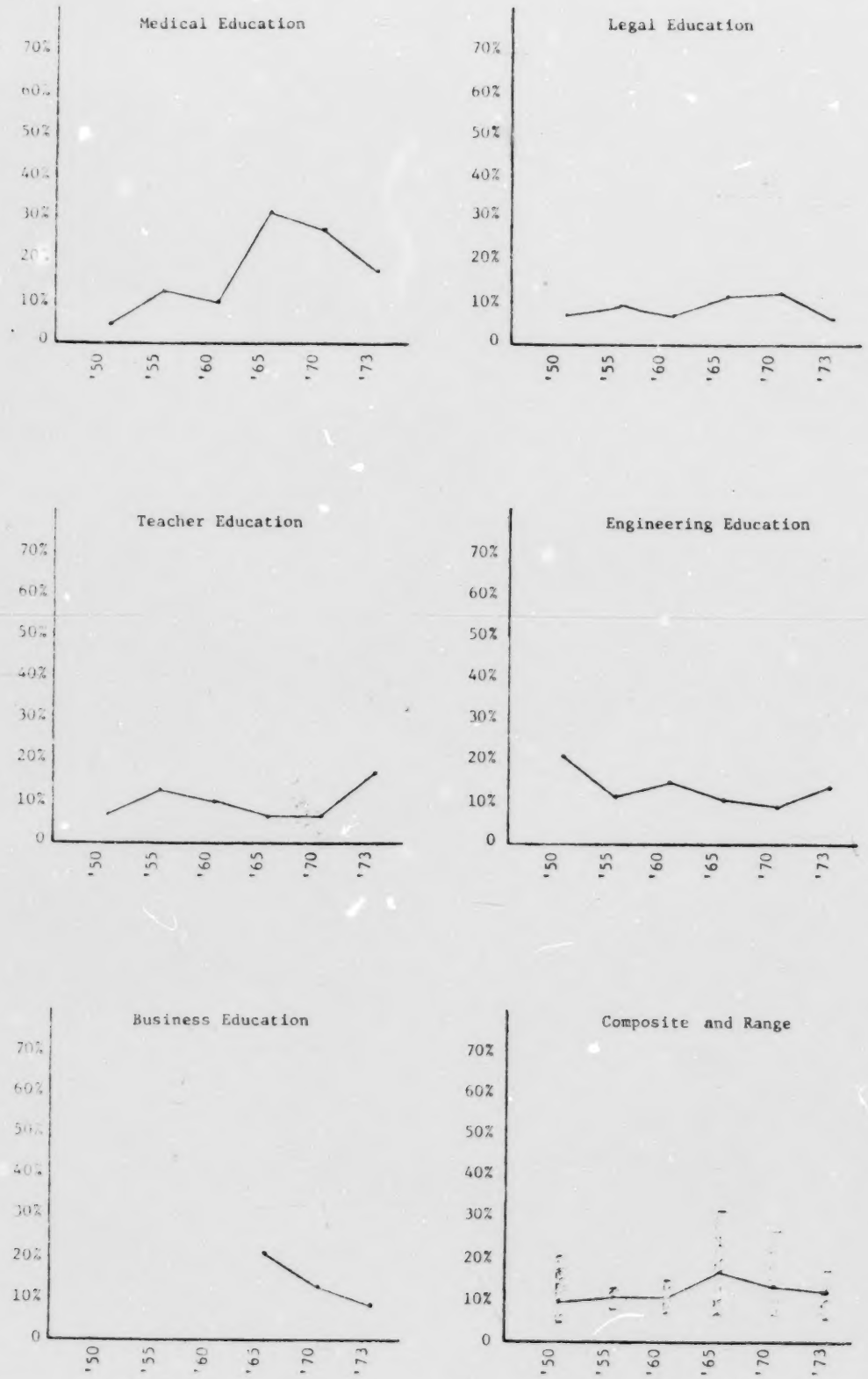

FIGURE 2 : PERCENTAGE OF SPACE DEVOTED TO ARTICLES ON EXTERNAL RELATIONS IN SELECTED JOURNALS OF PROFESSIONAL EDUCATION

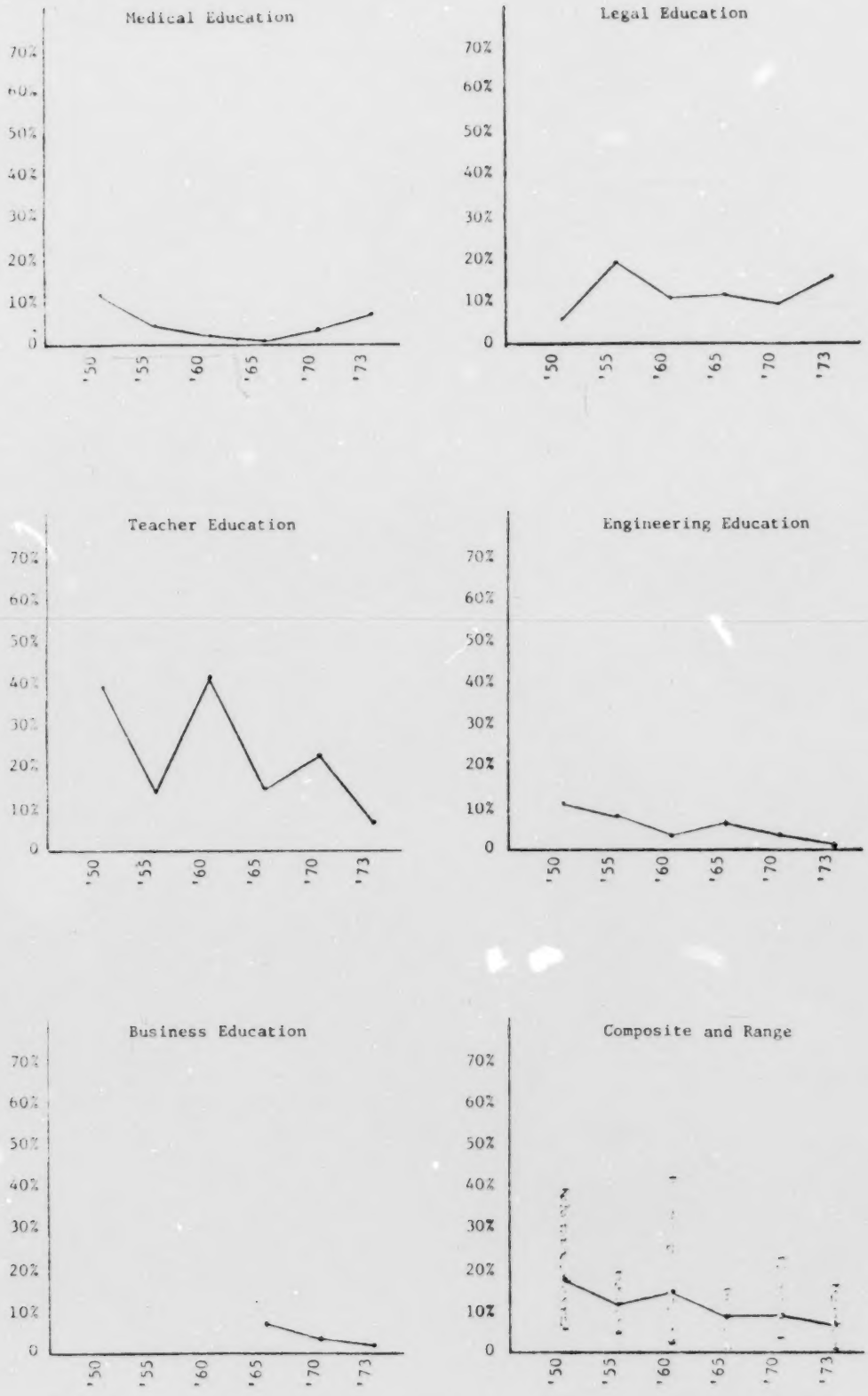

FIGURE 3: PERCENTAGE OF SPACE DEVOTED TO ARTICLES ON ADMISSIONS AND PROFESSIONAL STANDARDS IN SELECTED JOURNALS OF PROFESSIONAL EDUCATION

has established a program to educate physician's assistants;[3] the University of California at San Francisco Medical Center has instituted "team clinics" in which a team composed of one nursing and one medical student cooperate in diagnosis and treatment;[4] and Johns Hopkins School of Medicine is considering the establishment of a core program in the health sciences with subsequent "multiple-track options [allowing] final differentiation of nurses, radiobiologists, research scientists, and physicians."[5] Almost 3 percent of the *Journal of Medical Education's* space was devoted to relationships with and the education of allied health workers in 1973.

Articles dealing with curriculum and instruction in *The Journal of Legal Education* also varied, from a high point of 60.3 percent in 1950 to a low of 24.3 percent in 1970, with an increase in 1973 to 46.5 percent (see Figure 1). The early interest reflected, it seemed, a desire to reform the law school curriculum in light of the entrance into law school of veterans of both World War II and Korea. A constant concern for the teaching of legal writing (whether as a separate course or within already established courses) has been continuous throughout. Comparatively little space was devoted at any time to instructional methods per se; discussions of the case

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[3]U. S. Department of Labor, *Manpower Report of the President* (Washington, D.C.: Government Printing Office), p. 178.

[4]Janet A. Rosenaur and Dorothy J. Fuller, "Teaching Strategies for Interdisciplinary Education," *Nursing Outlook* 21 (March 1973), pp. 159-162.

[5]Carnegie Commission on Higher Education, *Higher Education and the Nation's Health: Policies for Medical and Dental Education* (New York: McGraw-Hill, 1970), p. 51.

method dominating what little discussion there was. Recently some space has been devoted to two new items--to law at the undergraduate level as part of the liberal arts and to integrating social and behavioral science study into the curriculum at the professional degree level. This particular interest, coming to the fore in 1970, might be seen partly as a response to student activism of the late 60s and early 70s. The debate about law as a general versus a specialized degree also was evident throughout the period.

Interest in external relations (see Figure 2) and admissions and professional standards (see Figure 3) remained relatively stable during the twenty-year span, with professional standards and admissions receiving slightly more attention overall than did external relations. Legal education does not generally involve itself in questions of manpower because a law degree provides entry into many fields; i.e., law degree recipients often enter business, industry, and government positions and do not practice law as such. Criticism of legal ethics arising from the Watergate scandals was not reflected in the space devoted either to professional standards or to external relations in 1973. It will be interesting to see if there is such a reflection in later years.

The Journal of Teacher Education devoted 55.1 percent of its space in 1973 to curriculum and instruction (see Figure 1). In general, over the twenty-year span it has devoted increasing space to the topic with only slight fluctuations. In 1973, the topic was represented by renewed interest in competency-based (or performance-based) instruction. Prior to 1973, most articles on curriculum

were of two types--calls to include specific courses in the education of teachers and to integrate student teaching with course work. In 1973, the slight increase of space devoted to external relations seemed to be a response to public criticism that the public schools were doing an inadequate job of educating students from minority and economically underprivileged groups (see Figure 2).

In 1950, 38.7 percent of *The Journal of Teacher Education* was devoted to the question of standards and admissions; in 1960, 41.1 percent of its space was devoted to the topic (see Figure 3). This high percentage was a reflection of concern that the increased demand for teachers, due to the post-World War II baby boom, would reduce the professional standards of teachers in order to "make do." The recent decline in interest in the topic reflected the new oversupply of teachers in some geographical areas and in some subject matter specialties, as well as the fact that more stringent standards for certification and accreditation had been established in the early 60s.

Engineering Education continuously devoted about one-third of each volume to curriculum and instruction, from a low in 1960 of 30.7 percent to a high in 1973 of 40.5 percent, with about half of that concern devoted to curriculum and half to instructional methods (see Figure 1). Interest in external relations declined somewhat from the high of 22 percent in 1950 to a low of 9 percent in 1970, with only a slight increase in interest to 13 percent in 1973. The high percentage of 22 percent in 1950 reflected a concern with relations with industry and not with the public as a whole

(see Figure 2). The interest in professional standards and admissions remained relatively low throughout the period with a high of 10.5 percent in 1950 and a low of 1 percent in 1973. The high point reflected a need for engineers, while the low point came in a period when at least certain specialties of engineering were considered in oversupply (see Figure 3). In 1960, when interest in curriculum and instruction appeared to be the lowest in the twenty-year span, *Engineering Education* devoted 21 percent of its space to "what makes a good teacher?" While this topic was categorized separately from curriculum and instruction, if it had been added to it, the topic of teaching and learning would have received the lion's share of concern in 1960. In 1970, 35 percent of the volume was devoted to continuing and graduate education, again illustrating engineering's overriding concern for the broad topic of teaching and learning and how best to organize it.

Data on business education was only available for the last three of the six years chosen for examination; i.e., 1965, 1970, and 1973. Nevertheless, several generalizations could be drawn. *The American Association of Collegiate Schools of Business Bulletin* devoted an increasing amount of its space to curriculum and instruction, from a relatively low percentage of 18.6 percent in 1965 to the high of 54.2 percent in 1973 (see Figure 1). During the same period the amount of interest in external relations declined from a high of 21 percent in 1965 to a low of 9 percent in 1973 (see Figure 2). The concern for professional standards and admissions as reflected in the amount of space devoted to the topic remained low throughout

the period decreasing slightly from 7 percent in 1965 to 2 percent in 1973 (see Figure 3). Interest in this topic was almost entirely accounted for in articles on program accreditation. In 1970, 17.5 percent of the volume was devoted to articles describing business education in other countries and to articles describing exchange programs with other countries. In both 1970 and 1973, an increasing amount of journal space was devoted to the attitudes and characteristics of students enrolled in business administration programs, from no space devoted to the topic in 1965 to 16.7 percent in 1970 and 19.2 percent in 1973. Neither of these two topics were included in the three tables.

Summary and Conclusions

How can we summarize the findings and what conclusions can we draw? First, journals of education within the individual professions were similar in purpose. Each was dedicated to supplying the professional educator with the latest information in the field. Secondly, the educators in the individual professions shared a concern for curriculum and instruction, external relations, and professional standards and admissions, with secondary concern for the specific topics of field experiences, continuing and graduate education, faculty roles and attitudes, supply and distribution of practitioners, and professional education programs in other countries. Third, of these eight topics, curriculum and instruction received the highest continual concern of all five professional education journals, averaging one-third of each volume on this single topic. Fourth, there was a high degree of interrelationship

and overlap between topics chosen for categorization: for example, field experience, graduate and continuing education, and faculty roles, each tabulated separately, related to curriculum and instruction in the broader topic of teaching and learning. Interest in professional standards was reflected not only in the single category of standards and admissions, but also in the categories of supply and distribution of practitioners and external relations.

Finally, although no linear trend cutting across professional lines was evident for any of the eight categories chosen for examination, the fluctuations in concern for these topics were seen as responses to pressures on the individual professions--the pressures of supply and demand for practitioners and public criticism of lack of professional standards produced increasing concern for standards and admissions and for external relations. These criticisms occurred at different times for the individual professions with some professions appearing to be more susceptible to external forces than others. During the twenty-year span of the study, medicine, teaching, and engineering all felt the pressures of supply and demand, and medicine and teaching, particularly, have had to face questions of professional ethics.

The continued examination of similarities and of the reasons for differences may eventually provide a substantial literature on education for the professions generically--a useful tool for professional educators in solving their dilemmas.